

Integrating pre-clinical skills training in skills laboratory and primary health care centers to prepare medical students for their clerkships

Citation for published version (APA):

Widyandana, D. (2011). *Integrating pre-clinical skills training in skills laboratory and primary health care centers to prepare medical students for their clerkships*. [Doctoral Thesis, Maastricht University]. Maastricht University. <https://doi.org/10.26481/dis.20111019dw>

Document status and date:

Published: 01/01/2011

DOI:

[10.26481/dis.20111019dw](https://doi.org/10.26481/dis.20111019dw)

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

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- The final author version and the galley proof are versions of the publication after peer review.
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Stellingen
Propositions accompanying the thesis
**INTEGRATING PRE-CLINICAL SKILLS TRAINING
IN SKILLS LABORATORY AND PRIMARY HEALTH CARE CENTERS
TO PREPARE MEDICAL STUDENTS FOR THEIR CLERKSHIPS**

D. WIDYANDANA

Maastricht, 19 of October 2011

1. Early clinical experiences are recommended to improve the preparation of pre-clinical students for their clerkships. (*this thesis*)
2. Immersing pre-clinical students in clinical environments will improve their clinical skills, clinical reasoning, and ability to apply clinical skills on patients. (*this thesis*)
3. Out of three clinical environments: primary health care (PHC), secondary health care (SHC), and tertiary health care (THC) in Indonesia, PHC is the best setting to provide early clinical experiences for pre-clinical students. (*this thesis*)
4. Patients of PHC centers are easily motivated to allow pre-clinical students practicing their clinical skills with them. (*this thesis*)
5. Pre-clinical students who are offered clinical skills training integrated with early clinical experiences feel better prepared for their first clinical rotations than peers exclusively trained in a skills laboratory. (*this thesis*)
6. In developing countries budget constraints may restrict opportunities in skills laboratories to provide adequate simulations. Particularly in those countries collaboration between the skills laboratory and PHC centers may assist in reducing the limitations of the skills laboratory. (*Stark and Fortune 2003; this thesis*)
7. Clinical skills training is of pivotal importance in medical education because students learn to integrate medical knowledge, clinical skills, and professional behavior. (van Dalen et al. 2001)
8. PHC centers benefit from the presence of pre-clinical students, among others because these students will share their up-to-date knowledge acquired in the medical school with staff members in those centers. (Kristina et al. 2006)
9. Early clinical experiences in PHC centers may motivate students for a future career in PHC. This is important for a large developing country like Indonesia which strongly depends on primary care services to provide 'health for all'. (Dornan et al. 2006; Shield and Hartati 2006, World Health Organization: www.who.org)
10. Organization of early clinical experiences in PHC centers is feasible worldwide in developing as well as in industrialized countries. (Dornan et al. 2010; *this thesis*)
11. For an Indonesian PhD student to obtain a PhD degree in the Netherlands intellectual capacities are as important as proficiency in English.

